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ABSTRACT

Some of the teaching practices of 10 foreign language teachers in the Washington, D.C. metropolitan area are reviewed in this study of second language (L2) instruction. Focus is on how idioms are taught in university German foreign language courses, which textbooks and reference materials available in the German and English fields highlight idioms, and whether the teachers are using or adapting these textbooks or creating materials with which to teach idioms. Based on the lack of systematic approach to teaching idioms to German students in the area, and on the dearth of idioms treated in the current first and second-year language textbooks, it may be concluded that either idioms are not important at all or that teachers introduce idioms to the student. More research is needed to assess the best method to use when teaching idioms in the L2 classroom. If knowing idioms and using them appropriately are part of communicative competence, then L2 teachers must introduce them more regularly and systemically to their students. Teacher interview questions are appended. Contains 26 references. (LB)

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TEACHING IDIOMS IN THE SECOND LANGUAGE CLASSROOM: A CASE STUDY FOR COLLEGE-LEVEL GERMAN

A Master's Research Paper
submitted
to Dr. Richard Lutz
of the Graduate School of Georgetown University
in partial fulfillment of the requirements for the
Thirty-six Credit M.A.T./BLE degree

by

Andrea J. Mola

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Appendix

1.0 Introduction

The idea for this paper came from participation in linguistics courses and classes focusing on communicative language proficiency at Georgetown University. My personal interest in idioms, as well as a growing awareness of their broad use in everyday English and German speech, caused me to consider their role in overall language proficiency.

This paper discusses some of the teaching practices of 10 foreign language teachers in the Washington D.C. metropolitan area. I feel that the teaching and learning of idioms in the second language classroom is a topic many second language teachers and textbooks fail to consider sufficiently. As a new foreign language teacher, I wanted to see if today's second-language (L2) teachers and textbooks offered principled instruction of idioms.

Most intermediate students of German have difficulty transferring their classroom German to the reality of a conversation with native speakers or in understanding a German television program or news article. From personal visits to Germany and interaction with native German speakers, I am convinced that the non-native speaker (NNS) who truly desires to speak German as it is spoken informally today by the average native speaker (NS) would greatly benefit from the explicit, systematic teaching of idioms during language instruction. His receptive knowledge of idioms and growing active usage of them counts him among the more fluent and more sensitive NNSs.

Perhaps the emphasis on mastery of grammar in the first two years of language instruction allows no time for the other facets of language competence, such as ability to understand informal speech and knowledge idiomatic phrases. I submit that not enough time is invested in helping the student use what he has already learned and develop his communicative competence, of which idiomatic speech is a part. The continuing student needs to be able to express himself in and to understand a variety of registers and styles in the second language, part of which includes informal, conversational speech. Is there a more systematic way to help students learn conversational, idiomatic German during or after he has a grasp of the foreign language's basic structures?

I set out to sample how idioms are taught in German foreign language courses at institutions in the Washington, D.C. area. I wanted to see which textbooks and reference materials available in the German and English fields highlighted idioms, and if teachers were in fact employing/adapting these textbooks or creating their own materials with which to teach idioms to their students. This Master's paper contains the results of the last six months of investigation into this topic.

I hoped to uncover a realistic perspective on teaching from the actual teacher with her (refers to his/her) established curriculum and textbook, and time constraints. I wanted to learn how much of the recent pedagogy stressing communicative language proficiency and the *use* of the second language by students was being implemented. One facet of communicative

competence is the proper use and recognition of idioms, and this area constituted the focus of my study.

2.0 Hypotheses and Research Questions

2.1 Introduction

The following hypotheses about idiom instruction in the L2 classroom led to research questions which formed the basis for the interviews I conducted with foreign language teachers.

2.2 Hypothesis: Idioms are not Taught Directly

Based on my own language learning experience and a perusal of my own library of German textbooks, I hypothesize that idioms are not taught directly or explicitly in the average L2 classroom in American institutes of higher learning. I believe that idioms are not taught because teachers don't feel they know which ones to teach or how to categorize them; and they don't realize the importance of such fixed expressions in NS speech. My research questions are: Why are idioms not taught in a principled manner? If idioms were to taught more directly in the L2 classroom, how would teachers categorize them? Which methods might teachers employ to introduce idioms, practice their usage, and asess their comprehension?

2.3 Hypothesis: Direct Teaching of Idioms may Improve Communicative Competence

I hypothesize that increased, direct, systematic teaching of idioms, coupled with evaluating knowledge and usage of idioms in context, may improve an L2 speaker's overall communicative competence. The definitions, the origins and current meanings, and receptive and/or appropriate active usage of idioms should become part of every second language classroom. My research questions are: if they are not taught directly now, how *are* idioms taught in foreign language classrooms in educational institutions in the Washington, D.C. area? How do teachers and textbooks introduce idioms to L2 students?

3.0 Literature Review

3.1 Introduction

The research base for the teaching and learning of idioms in a second language is thin. In reviewing the last twenty years of the linguistic and language teaching journals *The TESOL Quarterly*, *Deutsch als Fremdsprache*, and *Unterrichtspraxis*, I discovered less than five articles related to idioms and their implications for the second language student.

For this paper, I operationally define idioms (including idiomatic expressions) as a fixed group of words with a special meaning different from the meaning of the separate words (Longman Dictionary of English Idioms, iv). Metaphorical phrases such as "kick the bucket," "take the bull by the horns," and "spill the beans" exemplify the type of idioms I refer to

in this paper, and the ones which I would like to see taught as part of the whole language students need and want to know.

Idiomatic phrases correlate with various grammatical parts of speech; they can be verbs, nouns, adjectives, and adverbs. Many idioms have a set form: their verb tense and/or word order may not be changed in any way or the meaning of the phrase is destroyed.

Although idioms may be handled in conjunction with vocabulary in most textbooks and pedagogical literature, I did not research the teaching of vocabulary in the second language classroom. Idioms have more syntactical constraints and at times need a greater context to be interpreted than do vocabulary.

Instead, I focused on how the mind processes idioms in the first or second language. I reasoned that if I discovered how idioms are best *learned*, I might be able to draw some inferences on how they might best be *taught*.

Telephone inquiries to the American Association of Teachers of German (AATG) and the Association of Departments of Foreign Languages resulted in no information on recent publications on the teaching or learning of idioms. The American Council on the Teaching of Foreign Languages (ACTFL) and staff at the Center for Applied Linguistics had likewise not heard of information on this subject. I obtained most of my information from MLA and ERIC searches. Although it was disappointing to find so little work on this subject, it also created a sense of excitement to discover an area that I believe has significant relevance for the foreign language field.

Before I discuss these current findings, however, I will briefly describe how idioms were treated in the literature of the 1950's and 1960's. Then I will review how idioms are introduced in the textbooks used by the German teachers I surveyed.

3.2 How Idioms were Taught in the Past

In the 1950's and 1960's, when structuralism was the predominant teaching method, L2 idioms were taught as any other grammar item: by drill. In Teaching German, (1968, 153-154) a book on the application of linguistic principles to teaching foreign language, the author advises the reader that "idioms and difficult construction types must be carefully explained and drilled in replacement or simple transformation exercises" (p. 163). For example:

Diese Entscheidung geht meine Eltern nichts an.
this decision goes my parents not on
(This decision is none of my parents' business.)

...Antwort	Dieses Antwort geht meine Eltern nichts an.
answer	*this answer goes my parents not on*
	This answer is none of my parents' business.
...Brief	Dieser Brief geht meine Eltern nichts an.
letter	*this letter goes my parents not on*
	This letter is none of my parents' business.

The author was also careful to note that words (and idioms) have meaning only in a particular cultural context.

In another language book written at the height of the structuralist period, Hugo Mueller makes the observation that "so much of German consists of phrases, idioms, or fixed combinations. These should be carefully mastered and habitually used in much the same manner as the structural patterns learned on the elementary level" (Deutsch - Drittes Buch, 1962, vii).

Although communicative language teaching methods are supplementing the structuralist paradigm of the 50's, 60's, and 70's, the teaching of idioms still does not occupy its proper place in the newer textbooks. A review of how idioms are treated in the recently-published textbooks used by the teachers I surveyed, found in the following section, corroborates this point.

Happily, first and second year textbooks such as Treffpunkt Deutsch, Wendepunkt, and Sprachbrücke are introducing students to expressions, popular greetings and discourse fillers which are used in German-speaking countries today. However, in reviewing the textbooks for idioms and idiom instruction, I did not have similar positive results.

3.3 Review of Idiom Instruction in Textbooks Used by Teachers Surveyed

3.3.1 Introduction

The following is a brief review of the treatment of idioms in the materials used by the teachers I surveyed, according to level. Full citations of each textbook reviewed may be found in the bibliography.

In looking over the seven textbooks I reviewed, examples of idioms in each are few (five to ten per book), and explanations or cultural significance of idioms is virtually nonexistent. The question is raised as to whether the textbook author assumes the teacher will supplement readings and exercises with personal knowledge of idioms, or if the teacher doesn't teach idioms because the textbook author didn't deem it important enough to include them!

3.3.2 Review of Textbooks by Level

For the first-year review course, T3 used Alles Gute! (McGraw Hill, 1990). The book is very communicative in scope and contains many authentic texts. Idioms such as

Wir fahren ins Blaue!

we drive in the blue

(Let's go off into the blue!) and

Kleider machen Leute

clothes make people

(Clothes make the man)

serve as chapter headings, but are apparently left for the teacher to explain their meaning and usage. There is only one paragraph on idioms in the whole book which explains the formality difference between the various forms of "How are you?" in spoken German (p. 5).

For intensive basic German, in which the traditional first and second years of college German are collapsed into one year, T7 uses Sprachbrücke (Klett, 1988). Very many expressions are introduced, along with a few idioms.

The following books are utilized at the intermediate level by the teachers I surveyed:

T1 uses Der Weg Zum Lesen (HBJ, 1986), a reader in which idioms are listed, but not explained, in the vocabulary section accompanying each reading passage. T1 also uses German in Review (HBJ, 1986), which is a fully structural grammar review. It introduces no idioms.

Teachers 2 and 4 use Kaleidoskop - Kultur, Literatur und Grammatik (Houghton Mifflin, Co., 1991). This language program, with its workbooks, tapes, and videos, contains a few exercises introducing expressions, and one specifically to do with idioms in Chapter One:

Redewendungen *(idioms)*

Können Sie die Bedeutung der folgenden idiomatischen Ausdruecke

can you the meaning of the following idiomatic expressions

erraten?

guess

(Can you guess the meaning of the following idiomatic expressions?)

1. Wir haben Schwein gehabt. We had pork. We were lucky.
   we have pig had
2. Er ist mir sympathisch. He feels sorry for me. I like him.
   he is to me nice

etc.

The Teachers Edition to the textbook says for this exercise, "This exercise is designed to help students become sensitive to the idiomatic nature of language. Students may not know all of these expressions; they should check meanings in the end vocabulary."

I did not find any other such exercises in the book, or tips for the teacher to point out idiomatic expressions from the readings.

T5 uses Wendepunkt - Intermediate German for Proficiency (Heinle & Heinle, 1987). Useful expressions are found in the vocabulary lists, and I saw one proverb illustrated in the book. Otherwise, no idioms are introduced.

For teaching advanced German conversation, T6 uses a graded newspaper, his own materials, and a portion per week from Redensarten - Kleine Idiomatik der deutschen Sprache (VEB Bibliographisches Institut Leipzig, 1979). This book divides idioms into two groupings: alphabetically by main word; and by semantic category. Each entry has one or two short contexts to exemplify the use of the idiom. T6 would teach a few idioms each week, and include them on his tests.

From the sampling of textbooks above, it can be seen that there is no principled way that idioms are introduced. If an idiom is presented to the student, its comprehension is certainly not reviewed or tested. These findings lead one to believe that idioms may only be introduced more formally beyond the intermediate level of language instruction. This topic will be raised again in Section 6.0.

The next three subsections cover some findings from the current literature on idiom processing in the human mind. The goal of this literature search was to see how idioms may be learned, and thus to help teachers know how idioms might best be taught. The findings may have implications for the L2 classroom treatment of idioms. For this paper, the literature offered three main foci: how idioms may be stored in the mental lexicon; the significance of context when processing an idiomatic phrase; and what role language transfer may play in the acquisition of idioms in the L2.

3.4 How Idioms may Best be Grouped

There are various ways to categorize idioms. They can be grouped according to a similar main word (verb, preposition, etc.); according to syntactical function (acting as a verb or an adverb, for example); or according to semantic theme. This last option for grouping seems to be the one which most closely represents how the human mind stores idiomatic phrases, as the following discussion will show.

Most of the idiom processing articles in the literature focus on receptive comprehension of idioms in the L1. Experiments mainly comprise using the calculated speed of a subject's "comprehension" of an idiom as a measurement to see if an idiom's figurative or literal meaning was taken first. Raymond Gibbs, a well-known name in the field of idiom processing, claims that "figurative interpretations of idioms seem to be judged or understood faster than literal interpretations of the same phrase," (Gibbs, 1980, 149).

One important reason why literal and figurative uses of idioms behave differently is that idiomatic meanings gradually develop wordlike properties in lexical memory while literal versions do not (Burbules, Schraw, & Trathen, 1988, in Schraw, G. et al., 1988, 415). Such a process, typically referred to as lexicalization, occurs because the same phrase is associated with the same meaning repeatedly until the idiomatic phrase functions as a single word (Lakoff, Johnson, 1980).

Based on this process of lexicalization, it became possible to assume that if idioms are stored in semantic groupings (as far as is possible) as words may be, then one helpful way to teach them would be to categorize them into meaningful groups. Lakoff argues in Women, Fire, and Dangerous Things (1987, 380) that idioms such as "he's just letting off steam" and "you make my blood boil" are not random syntactical expressions to which we attribute the emotion of anger, but that there is a coherent conceptional organization underlying these expressions which is metaphorical and metonymical in nature. In other words, the physiological

effects of anger (increased body heat and blood pressure) are visible or visibly expressed in humans. Metonymically speaking, the physiological effects of an emotion stand for the emotion. Examples of metonymy are "he saw red," "he had a hemorrhage," and "don't get hot under the collar" (p. 382). Therefore, the "meanings of idioms are not arbitrary, but are rather conventionalized images relating to some physical aspect of human life" (p. 448). Hence, an understanding of this process may have bearing on incorporating the teaching of idioms as coherent sets of semantic groupings.

3.5 The Argument For Context

A second thread running through recent literature and corroborated by the comments in the interviews I conducted is that context is crucial when introducing idioms. In "Interpreting Metaphors and Idioms: Some Effect of Context on Comprehension" (Ortony, Shallert, Reynolds, and Antos, 1978, 467), context plays a key role in the processing of idioms. One experiment involved of testing processing time of idioms which were in the last sentence of either a short or a longer text passage. Results of the experiment suggest that a "hearer or reader uses an already constructed representation of what has gone before (the preceding context) as a conceptual framework for interpreting a target sentence or any other linguistic unit." The reader or listener can *predict* the meaning of the target sentence. This processing strategy is fairly automatic and predominantly top-down (going from the whole sentence or paragraph to the specific phrases and words).

For example, context is crucial in determining whether a German verb or verb phrase should be interpreted literally or figuratively. In the following sentences, the same verb is used, but the sentence or context in which it is found clues the reader to the verb's possible figurative meaning.

Ich packe meine Hose nicht im Koffer.

I pack my pants not in the suitcase

(I'm not packing my pants in the suitcase.)

vs.

"Ich bin so müde--ich packe es einfach nicht!" sagte das junge Mädchen.

I am so tired I pack it simply not said the young girl

("I'm so tired--I'm not gonna make it!" said the young girl.)

Therefore, whether a person has heard the idiom already or not, the preceding, and perhaps sometimes the following, context greatly assists him in deciding subconsciously whether a phrase is to be taken literally or figuratively. This corroborates with Grice's Cooperative Principle, which states that linguistic communication is governed by a tacit agreement to cooperate in the communicative act. A context helps the listener "decide" (however this process goes on in the brain) how to interpret the idiomatic expression in order to have it mesh with the rest of what the speaker is saying.

Finally, context helps people understand idioms in speech and writing because human speech is very redundant. The text surrounding an

idiomatic phrase gives the listener or reader many clues as to the probable meaning of a given sentence, if it is in question. This, of course, includes non-verbal contexts, where an idiom might be uttered and only the participants in the circumstances would understand the phrase's meaning in that situation. Just as idioms are best understood in context, so they should also be introduced in context.

3.6 The Case Of Transfer

Thirdly, practical suggestions for how to teach idioms to students of German in an English setting may be gleaned from Suzanne Irujo's "Don't put your leg in your mouth: Transfer in the acquisition of idioms in a second language" (The TESOL Quarterly, June 1986). Her study was designed to assess the differential effects of language transfer on the comprehension and production of idioms. Irujo suggests that second language learners comprehend and produce identical idioms (in English and Spanish in her experiment) most easily, followed by similar idioms, and then different idioms. If students are using their knowledge of idioms in their first language to comprehend and produce second language idioms, teachers should take advantage of this. Overt comparisons can show students which idioms can be transferred positively from their first language and which are likely to cause interference (p. 298). That is, when the first and second language have identical idioms, the use of transfer can result in a correct idiom (p. 287). A German-English example would be:

"Der Apfel fällt nicht weit vom Stamm"

the apple falls not far from the trunk

(The apple doesn't fall far from the tree).

Introducing these types of idioms first, especially to beginning students, seems to be most efficient cognitively.

All the German teachers I surveyed have a class where the predominant first language is English. Teachers can take advantage of such a monolingual situation and introduce identical idioms to their students.

Finally, within each idiom type (L2 idioms that are identical, similar, and different to those in the L1), those idioms which were comprehended and produced most correctly were those which were frequently used (apparently in both cultures), those whose meanings were transparent, and those which had simple vocabulary and structure. Therefore, Irujo recommends avoiding infrequent, highly colloquial idioms with difficult vocabulary or structures (p. 298).

In summary, although the literature on idiom processing does not offer conclusive evidence as to how people process idiomatic expressions during comprehension, or which meaning--the literal or figurative--is processed first (Cacciari and Tabossi, 1988, 669), the following suggestions can be gleaned for the teaching of idioms in the L2 classroom:

-idioms to be taught should be grouped semantically;

-idioms should be introduced in and explained in context; and

-idioms which are identical in the L1 and L2 and most transparent should be taught first.

Section 5.6 describes types of exercises which employ integrative, communicative theory and the above suggestions to develop an understanding of idioms in foreign language students. Future investigations need to be undertaken in which such exercises are implemented in the L2 classroom and students' subsequent knowledge of idioms is assessed.

4.0 Procedure

4.1 Introduction

In this section I will discuss the procedure I used in order to answer my research questions. I will explain whom I chose to interview and how the interviews were conducted. The methods for surveying literature on the topic and German language textbooks are described as well.

4.2 Subjects

I wanted to determine if idioms were taught to students of German: If so, how? And if not, why not? I surveyed ten second language teachers from colleges and universities in the Washington, D.C. area. The institutions at which they work ranged from a small language institute to a 4-year private university. A preliminary literature and textbook review led me to conclude that idioms are usually introduced at the intermediate level of language instruction, so I requested interviews from teachers who taught, or had recently taught, this level.

These informal, oral interviews were conducted in person, in English and German, and lasted from 20 minutes to 1 1/2 hours. The

"teachers" carefully described their classes to me. They shared their experiences with teaching idioms to foreign language students. The informality of the interviews and the subjects' awareness that I was gathering information for my future teaching career resulted, in my estimation, in natural and true answers to the questions posed.

When I had set up the interviews, I told the teachers that I was working towards my Masters Degree in ESL and planned to teach English and German. I told them I wanted to research the question of how idioms are taught in the L2 classroom. As preparation for our interview, I asked them to think about their awareness of idioms and experience teaching them, and to gather the main textbooks or other resources they currently use in their language class.

I interviewed seven German language teachers and three ESL (English as a Second Language) teachers. I included ESL teachers in my study because the ESL field in the United States is much larger than the "German as a foreign language" field. I anticipated therefore that more teaching materials were being prepared which reflect more recent pedagogical trends and place more emphasis on developing the communicative ability of the language student. As the interviews revealed, this was the case. However, the plethora of materials on idioms offered by the ESL field is not utilized as fully as it could be by these teachers.

I chose to survey teachers whose students were of college age or older. It is likely that by the age of 18 or 20, students learning a second language already have a wide vocabulary and idiom base in their own

language, and to a large extent are completely acculturated in the L1 culture. This fact will have implications for teaching the target culture and for positive transfer of idioms from the L1 to the L2, as will be seen in Section 5.7.

The teachers ranged in age from 28 to 60 years old and have taught foreign languages from 3 1/2 years to 30 years. Most are currently teaching intermediate college level language courses, although many have also taught beginning, advanced, literature, and special interest courses during their careers. One teacher had only taught at the elementary level and was currently teaching a first-year review course. I will refer to responses from specific teachers by numbering them (e.g, T1, T2, T10).

My inquiry about teaching practices began by asking about the most recent intermediate language course each teacher had taught or was teaching: the number, socioeconomic status, and L1 of the students; the reason why she thought the students were studying the language; and the teaching resources used. I asked for a description of each teachers' instructional style, philosophy of teaching, and what she feels she contributes to the students (culturally and linguistically) as a NS or a NNS of that language. I asked the German teachers how often they visited a German-speaking country. Finally, I asked the teachers to relate their experiences with teaching idioms, how often they taught them, how they would teach them directly if required to by the administration, and why they think most teachers do not teach idioms directly. A list of the interview questions and the teachers' answers (in paraphrased form) is in the Appendix.

4.3 Literature Survey

A review of linguistic and psycholinguistic literature from 1960-1992 serving the English and German foreign language fields was undertaken to examine the teaching and learning of idioms. I searched for articles specifically showing how idioms were learned; from there I wanted to draw some conclusions as to how they should be taught to students. The majority of my resources came from conducting an ERIC search (ERIC is a computer database containing educational articles) using such keywords as: idioms; proverbs; figures of speech; teaching metaphors; learning a second language; processing; and others. Most of the articles resulting from this computer search dealt with language experiments using native speakers. The articles I read were concerned with the mental processing of idioms. The findings from this search are reported in Section 3.

4.4 Textbook Survey

I reviewed the textbooks and resources the teachers employed in their classes after each interview. I read through each book's Table of Contents and Index looking for key words such as idioms, proverbs, and figures of speech. I also leafed through the chapters in search of idioms in exercises, title headings, vocabulary lists, or marginal text glosses. In some cases, the teacher told me how the textbook she uses treats idioms. However, I still reviewed the materials myself, in order to confirm their perceptions (which in some cases were incorrect). In reviewing various textbooks at the beginning and intermediate levels, I did not find even one

which systematically introduced, recycled, and/or evaluated idioms. The results of this part of the survey are in Section 3.3.

Section 5 will discuss and evaluate the answers to selected interview questions, beginning with how the teachers I interviewed introduced idioms in their foreign language classrooms.

5.0 Analysis and Discussion

5.1 Introduction

This section covers some of the more salient points having to do with second language instruction and the teaching of idioms, as obtained in the interviews I conducted. The Appendix lists the questions (and answers to Questions 1-15) which were posed to each teacher, and in the rest of this Section I will synthesize and discuss the responses given to the discussion questions (Questions 16 through 24). Under each subsection, I include possible implications for the second-language teaching field that the responses suggest.

5.2 How Teachers Surveyed Teach Idioms In Their L2 Classrooms

As my hypothesis predicted, the majority (9 out of 10) teachers I interviewed do not teach idioms explicitly or directly. In evaluating their responses, it appears that idioms are either not taught at all or are not addressed in a systematic, contextualized manner. The main approach teachers employ is to translate or explain idioms briefly as they come up in a reading or a textbook dialogue. This offers few opportunities for students

to incorporate idioms into their passive or active vocabularies by way of integrated exercises focusing on meaning and usage. Evaluation of a student's knowledge of idioms, including perhaps an idiom's cultural significance, its origin, and its appropriate usage in society, is virtually nonexistent. There is neither review nor evaluation of students' knowledge of idioms and their usage which enter the classroom discussion. Thus, teachers do not seek to actively improve the students' communicative skills in the area of fixed expressions. Possible reasons for idioms not being taught directly are covered in Section 5.3.

Besides translation of an idiom as it arises in classroom discussion, a few other ways of teaching idioms were cited by teachers. Two teachers sometimes act out an idiom literally, if its semantic meaning allows such a performance. T10 is teaching a grammar review course, in which few idioms come up, apparently. He said he might teach one if it had value in helping students master a problematic point of pronunciation, such as the contrast between long and short vowels. He cited the example of:

"Man muss das Leben eben nehmen wie das Leben eben kommt."

one must the life even take as the life even comes

"One must simply take life as it comes."

The teachers define idioms as they arise out of textbook dialogues, SKOLA authentic news broadcasts, or newspaper articles they are reading. Two teachers let their students guess the meaning; one makes sure to write the idiom being discussed on the board so her students can decipher it together; and two teachers just define the idioms themselves. T5 tells the

origin of the idiom if she feels it will help explain the idiom's current usage. Four of the teachers stressed the passive recognition of idioms as their highest goal for their students concerning this topic.

T6, who teaches idioms more regularly than the other teachers, covers a portion of the idiom book Redensarten in his advanced conversation class weekly. This book divides phrases into word families. T6 goes through a portion each week with his students, and tests their knowledge of the new phrases and idioms by having them fill in the appropriate idiom in a short context or paraphrase an idiom to confirm their understanding of the expression.

T2, who also teaches an advanced class, performs pre-reading exercises with his students, allowing them time to quietly scan the article they will be reading and circle all idioms and expressions with which they are not familiar. The class then discusses these expressions. Rephrasing idioms and using context to help determine their meanings improves overall comprehension of the text they will read.

Finally, T7 uses authentic German political cartoons and magazine advertisements to teach his *advanced* level students idioms and the derivatives used in the media. In Section 6, the issue of which level is best to begin teaching idioms is discussed.

T8 (an ESL Teacher) seldom teaches idioms in the regular classroom. However, in the language institute where she taught intermediate English to foreign students, she conducted one-hour "miniclasses" during the semester, a few of which focused on idioms. She

found these miniclasses were a good way for students to concentrate on one aspect of language.

To teach the idioms, T8 handed out index cards: on half of them were written idioms, on the other half, those idioms' definitions (one per card). Students had to find their "match," then write sentences on the board using their idiom. The class would then discuss the correctness of their sentences and the appropriate usage of the idiom in society. The idioms were grouped and introduced in categories such as"Body Parts as Verbs," "Time Phrases," and "Money Phrases." At the end of the hour, each student received a list of the idioms introduced. The list contained the idiom, its definition, and its use in a sentence. The idioms introduced were not tested.

T10 has created many helpful, integrative exercises for her students. Her focus is primarily on her students' passive understanding of idioms and slang expressions being used daily by Americans, and, secondarily, giving students the opportunity to know and try out some idioms which are very common and popularly used in daily American speech. This secondary focus of hers is lacking in the philosophy on teaching idioms of all the other teachers.

T10 uses a variety of exercises to keep the students' interest level high. Her sources for idioms include personal letters, news articles, plays, songs, sitcoms, and talk shows. She focuses on various facets of the learning process at different times: recognition of idioms in an article or dialogue; comprehension of idioms via true/false statements; meaning via

multiple choice questions; grammar via cloze exercises for verb tense or scrambled phrases to put back in order; and usage. This final facet of learning idioms is the most crucial to any language learning segment, yet sadly the most frequently ignored or excluded. T10 offers students opportunities to interview one another and do role-plays using idioms they have learned and done exercises on. By the time they use the idioms themselves in this setting, students have a fairly good grasp of the idiom's meaning, syntactical characteristics, and appropriate social usage. These interviews are videoed and formally evaluated by the teacher, the student, and his peers.

In general, testing students' knowledge of idioms is rarely done. T1 "might put (recognition of) idioms on an exam for extra credit." On unit tests using the idioms learned from the Redensarten book, T6 has students match idioms to their meanings or place the missing idiom in a short text. After class, T6 sometimes asks his students to "name some idioms." T10 evaluates her students' comprehension and correct usage of idioms by videoing student role-plays. Besides these examples, no teacher reported that she evaluates her students' knowledge of idioms once they are introduced.

5.3 Why Idioms aren't Taught More Directly in the L2 Classroom

Before I undertook the surveying of L2 teachers at the college level, I hypothesized that idioms are not taught more directly because teachers don't *know* many idioms in the L2, or they don't know their origins, and

feel origins need to be explained. Infrequent contact with native speakers in German-speaking countries or in the United States could lead a teacher to believe she couldn't tell the students exactly which idioms are and are not being used most frequently today.

According to the teachers I surveyed, there were several reasons why idioms are not taught more directly today. The main reason was that "idioms embody only a small percentage of language as a whole." "They are like extras, on the periphery of knowledge of German." "Because (teaching idioms) disrupts the flow of more important stuff," they are not taught. "(Idioms) don't have the same frequency in the language like, for example, the present perfect tense does," T9 reasoned.

A second reason why idioms are not treated in L2 classrooms as regularly as they might be is because of time pressures: "the time spent on getting students to grasp language structures is too great. We only have three hours a week! In more intensive classes, or in classes which aren't graded, I would teach more idioms."

A third point is that, for various reasons, idioms are considered difficult, for various reasons: "they are tough to master...in any language." "You can't predict which idioms are most frequent." "Idioms need a lot of background--cultural, rural, insider/outsider." "You need to know the language well in order to understand idioms." "At the beginning and intermediate levels, they are almost impossible to teach."

Another reason for not teaching idioms is that "teachers don't know the best way to choose and categorize the idioms to teach their students."

This comment was by T10, who is convinced of the importance of idioms for communicative competence and is excited about the challenge of choosing and teaching them. Other teachers said, "sometimes you don't think of them (when they might fit in)." T5 stated, "The most common ones are old-fashioned and you'd only use them to make a point." T7's reason for not teaching idioms was sourced in the focus of her class: "Teachers forget about them. I'm teaching writing and grammar now, and I never think about idioms."

Lack of student interest ("they're just fulfilling a language requirement"), fear of their being mistaught or misused ("there are so many other important things to teach that are not subject to such interpretation"), and not wanting to teach language "piece by piece" were final reasons for not teaching idioms more directly.

I will never know if my hypotheses about the teachers' mindset on idioms as stated above are true. From the responses received, however, the time constraints of the classroom seem to dictate what material gets priority coverage. My concern, however, is that grammar will always have priority over vocabulary and idioms.

I found it interesting that lack of German materials (at least compared to the ESL field) was not a reason for the dirth of idioms introduced in the classroom setting. The closest comment I got referring to this idea was T5 who said, "idioms aren't taught because they aren't in the textbook." The teasing apart of the teacher's role and the textbook role is a very large issue, and idiom teaching seems to bring the issue to light.

5.4 How Teachers Surveyed Might Teach Idioms More Directly

I asked teachers to describe how they might teach idioms more directly if their administration requested them to do so. I asked them how they might choose and categorize the idioms, and when they might begin.

Half of the teachers said they would choose idioms according to frequency of use in German-speaking countries today. The other half said they would choose idioms as they fit into a "theme of the week" or semantic topic, or attitude/feeling. One could conveivably combine these approaches, of course. Two teachers added the criterion of age (teaching those idioms a student would hear from his peers in the target culture) for choosing which idioms to introduce in the classroom. One teacher said he'd only pick those idioms that demonstrated a grammar point, word order, or pronunciation.

In terms of methods teachers might use to introduce idioms, every teacher said they would teach idioms in a context. The use of contextualizing idioms fits in with the conclusions drawn from current literature on idiom processing, as read in Section 3.5.

Teachers imagined that they would explain them as they arose in a story (which many are currently doing), give the English equivalent, and assist students in figuring out what the idiom means. No teacher mentioned recycling idioms or evaluating students' knowledge of them at a later time, although two said they might teach some idioms and hand students a list of those idioms which were introduced at the end of class.

I found the teachers' responses to this question most fascinating, and am hopeful that they, as well as the readers of this paper, will consider incorporating the teaching of idioms into their second-language curriculum.

5.4 Should Idioms be Treated in a Separate Book or Incorporated into a Textbook?

Having reviewed several reference books and exercise books focusing solely on idioms as well as textbooks which contain few or no idioms, I was interested to know how a teacher might approach the acquisition of materials to teach idioms for her own classroom use. Seven of the teachers answered this question, and all of them answered that they would like to see idioms treated in the main textbook. The main reasons for this response were that "extra books are expensive," and "it's easier time-wise."

Four teachers stressed that if idioms were found in textbooks, they would have to "fit in naturally with the theme being discussed." The idioms in textbooks should not "be in lists. If our goal is to teach them German and not German grammar, the text must contain authentic pieces which represent the whole language!"

Two teachers warned of the danger of choosing a textbook only for its treatment of idioms and other communicative expressions, while overlooking the way the book introduces grammar and other salient points.

T10, who has given a workshop on teaching idioms in the communicative classroom, chooses neither a textbook nor a separate book:

"I haven't found any idiom workbook that suited all my needs. Many times the exercises are very repetitive and boring. That's why I adapt ideas from many sources to keep the class interesting. Idioms aren't boring; why should teaching them be?"

From this smattering of responses, I conclude that if a textbook is well-grounded in the "basics" of grammar and has themes which naturally afford an introduction to idioms, publishers/authors would do well to include them directly in the chapters.

Of course, the advantages of separate reference books are not to be overlooked: they contain the most up-to-date idioms, have concise definitions and good sample sentences or contexts. Some even explain the origin of the idioms.

Although I feel my research suggests the recommendation of including idioms in foreign language curricula, it seems that idioms will not appear in major college textbooks in the appreciable near future. I therefore recommend the use of idiom reference books in English and German (especially Langenscheidt's Redensarten, a two-book series which contains German and English idioms, and their respective equivalents). Such books, in coordination with exercise and drill books or one's own materials, can be valuable assets if teachers desire to teach idioms in a principled manner.

5.6 Communicative Exercises to Teach Idioms

There are a multitude of ways in which idioms can be introduced in the L2 classroom. Examples such as having student discussions of an idiom's origin or having small groups each discuss an idiom's social usage and then sharing answers with the whole class are ways in which to make the L2 classroom more communicative while teaching idioms.

Incorporating the findings from current literature on idiom processing, teachers can create exercises which introduce idioms in creative ways. One could choose an article from the newspaper or other authentic text and have students arrive at the meaning of idiomatic phrases from the context of the passage in which these phrases are found.

Beginning level students can be given a list of idioms which are identical in English and German, and have them enjoy deciphering these phrases. The teacher can use the idioms in a sentence and/or act them out for variation.

Students could be asked to watch SKOLA (a video news broadcasting series) and listen for idiomatic phrases and to note in which contexts they were uttered.

Of course, some exercises used to teach vocabulary can be adapted for assessing students' comprehension of idioms. These may include: multiple choice and matching questions; having to paraphrase an idiom in a sentence; or telling which part of speech an idiomatic phrase is.

For teachers whose students are at differing levels of achievement, an idiom workbook can be given to a student who is progessing more quickly as a self-instructional unit.

These ideas may be adapted to each teacher's specific situation, according to variables of time, level of achievement, and the students' felt and actual need for the knowledge of L2 idioms. Exercises can, of course, be graded to match any level of proficiency.

5.7 Idioms and their Relation to the Target Culture - Do Origins Matter?

The teachers surveyed were asked if, in their opinion, knowledge of idioms increases a student's understanding of the target culture. I also asked a few teachers if, while teaching idioms, they gave the origin of the idiom, or thought it should be given to further help students understand culture.

Six teachers said that knowledge of idioms increases a student's understanding of the target culture. Concerning the explaining of an idiom's origin to the students, one teacher thought this was the *only* way that idioms would be linked to cultural knowledge. One teacher thought that an idiom's "origin is most interesting, and for present-day use, you need to know it." One teacher said that origins are "not required, but it may help (the student to understand the idiom or the culture it comes from)."

Almost all of the teachers are more interested in focusing on an expression's present-day meaning and cultural value. When one teacher was asked if she would explain an idiom's origin to her intermediate

students, she replied, "I would only give a simple, one-sentence explanation, if at all. Telling students what an idiom means, where it is used, and how it is used is enough of an information overload. You don't want to lose your students!" Another teacher had similar feelings: "Sometimes the literal meaning of an idiom confuses the student. Also, going into the origin takes too much time. Just use the context to get its current meaning. The origin doesn't seem relevant or necessary."

One teacher feels that it is "impossible (to grasp the cultural and social meaning behind an idiom's use) unless you live there." Another feels that, as a native speaker, she can give the students the meaning and cultural value of the idiom that they need to know.

Overall, the teachers think that by knowing idioms, "students get a better feel for the culture and the language and the people." The origin or literal meaning of the idiom does not seem to play a major role in the student's comprehension of the idiom (according to the teachers). However, the sections above reveal that, no matter how helpful to communication learning idioms might be, in practice, these teachers do not handle idioms with the importance they may deserve.

Of course, as one teacher's comments concluded, "idioms are just *one* thing which increases a student's knowledge of culture. They are most important for spoken language. Depending on what you're going to do with the language, you'll need more or less idioms."

In the 1960's, Hugo Mueller stated that cultural information has often been the stepchild in language textbooks. The committee organized by

the Modern Language Association in 1953 to examine this aspect of foreign language teaching concluded that there was a need for textbooks providing a systematic approach to the foreign culture (Deutsch - Zweites Buch, v).

Of course, foreign language textbooks and teaching practices have improved greatly in regard to teaching culture over the last 30 years. However, a *systematic* approach to *both* cultures is still sorely needed in most language programs. I feel that many idioms from the target culture alert a student to different ways of thinking and help expand his world view. I concur with the sentiment in an advertisement for George Reeves' book, New idioms in action by Delta Systems, Co. (p. 231): "Idioms help students understand the unity between behavior and words, culture and grammar."

Besides the responses obtained from interviews about teaching the origins of idioms to their students, I sense that some teachers simply may not know the origins themselves. This is quite understandable, and they would be representative of the general population! Below are some reasons why this is true.

Some idioms were just transferred from Western European languages. According to C.E. Funk, author of A hog on ice & other curious expressions (p. 15), many English idioms stem from Latin, Greek, or Hebrew, for these were the scholarly languages taught people throughout Europe. The origin of many idioms is unknown, and various people groups may have differing stories for how a certain expression came to be. Idiom researcher Pearsall Smith pointed out that there are a number of

idiomatic phrases for which even specialists have not been able to find a completely certain explanation. (Collins, ix). A book explaining the probable origins of idioms may be interesting and helpful for the teacher. But the comments received from the teachers interviewed led me to conclude that the *current meaning* is the most important one to convey to the students for their maximum benefit. Perhaps in higher level classes, or for a research project, origins of certain idioms could be discussed.

A second issue on explaining the origin or previous literal meaning of idioms is that the connection of the origin or literal meaning to the phrase's current usage is unclear or difficult to describe. Many current ESL resources for teaching idioms feature poster-sized pictures to display in front of the classroom depicting the literal meaning of a given idiom. For example, for the idiom "to take the bull by the horns," the picture is of a matador atop a bull, holding onto his horns. Apparently the rationale for using pictures to introduce idioms includes adding the visual component to instruction for further retention; letting students think through the connection between the idiom's current meaning and its possible original conception; and entertaining the students. None of the teachers I interviewed employs such picture idioms.

One teacher warned that using pictures can sometimes promote stereotypes of a certain culture. He also stated that some idiomatic phrases can be taken literally *and* figuratively, and a picture showing only the figurative meaning of the phrase would not help the student to remember both meanings. Finally, the cost of such resources is quite high, and, due

to the changing nature of idioms, may be outdated within five years of purchase.

In summary, origins of idioms do not seem to be as important to explain to the L2 student as I had originally hypothesized.

5.8 Contribution as Teachers as Native Speakers of Non-Native Speakers

Each teacher was asked what he, as a native speaker (NS) or non-native speaker (NNS) of the language he was teaching, felt was his greatest contribution to the students. All the ESL teachers were native speakers. Among the German teachers, there were four native speakers and three non-native speakers.

Both groups (NSs and NNSs) felt they had qualities to offer their students that the other group did not have. Of the native speakers, one felt she brought "communicative German" to the classroom, and that she has "stuff to add to the textbook information to make it more relevant or clearer." Another native speaker commented that she is "well-versed and well-traveled in her own culture," and "feels comfortable" discussing all kinds of cultural topics with her students. A third native speaker felt that he didn't "hold back" any language ability or cultural information," acting on the belief that "the German professor in America is a little piece of German culture for the student." Finally, the fourth native speaker teaching German felt that "he offers insights into habits of the culture." Because he has "both consciously and subconsciously evaluated his culture," he can help students understand many things about both German and American cultural features.

Among the non-native German teachers, two main comments were expressed. One teacher feels he "introduces *more* culture to his students than a native speaker does, because it's *exotic* to him." Another teacher feels that "the native teacher probably teaches more culture, because they know it." Apparently, each type of teacher (NS and NNS) perceives himself as a positive presence in the L2 classroom.

Of course, there are tradeoffs. One of the German native speakers summed up these tradeoffs: "knowing a language doesn't qualify you to teach it! Except for learning a dialect as a child, I do not have experience learning German like a non-native speaker does."

Although some institutions employ only native speakers to teach foreign languages to their students, and do so for various reasons (cultural, linguistic, etc.), the comments noted above suggest that there is no "right" choice for a second language teacher in this regard. However, a teacher's perception of herself, and his students' perception of her, are very crucial to the success of the class. While all teachers have some weaknesses, each teacher, whether a native speaker or a non-native speaker of the language he is teaching, can offer her students a unique set of qualities and skills.

Concerning the teaching of idioms, a native speaker is likely to know more idioms and how to most appropriately use them. T10, for example, relies on her "native speaker intuition" when defining idioms and choosing which ones are most frequent in society today.

However, native speakers may not be consciously aware of idioms and may therefore forget to introduce them to their students. One native

speaker ESL teacher commented, "Although I know many idioms, I never think to teach them!"

On the other hand, non-native speakers may be more aware of L2 idioms because they had to learn them explicitly in their own language instruction. A NNS may also know the degree of transferrability of the idiom between the students' native language and German. However, his grasp of idioms may be lagging behind that of a native speaker in terms of knowing exactly when and how to use a certain idiom in a social situation.

Although the foreign language teacher's knowledge is often seconded to the textbook as the guiding force in the classroom, the teacher's language abilities and extent of cultural knowledge are still vital qualities to be assessed. The actual influence of the teacher's language and cultural expertise on his students (as compared with that of the textbooks used) needs further study.

5.9 Expectations of Native Speakers Concerning Non-Native Speakers

The teachers were asked how they, as native speakers, feel when a non-native speaker uses idioms appropriately. Of the four teachers who responded to this question, all of them said that they respond, as T1 put it, "most favorably." They are "impressed," and find it a "pleasant surprise." T2 feels that a NNS's appropriate use of idioms "makes a positive difference. That speaker is considered more fluent and more sensitive to the culture." T3 feels that a NNS using idioms "shows that they're not

speaking a textbook language," and that "using them is like knowing the insider's language."

The above comments suggest that communicative competence, or at least the perception of NNS competence in the eyes of the NS is raised when that NNS correctly incorporates idiomatic phrases into his speech. However, according to the teachers I interviewed, there is great perceived danger in introducing idioms, and for various reasons. As T4 lamented, even if idioms are wonderful things for their students to know, "this is not the level of proficiency (teachers) are striving for at the intermediate level. I avoid teaching them altogether." T7 was adamant in his unwillingness to introduce idioms regularly to students at the beginning or intermediate levels. He stated, "non-native speakers should rather not use idioms, than to use them incorrectly." T8 concurred with the sentiment that "if a non-native speaker can use idioms properly, he'll sound more like a native speaker. But one can certainly communicate perfectly without them." Apparently, the danger of misuse of idioms on the part of L2 students is a source of concern for the teachers I interviewed. Perhaps this is why idioms are not taught more regularly in the L2 classroom. Becoming aware of the role of idioms and their frequent use by native speakers in daily speech may encourage L2 teachers to employ some of the recent pedagogical theory towards the teaching of idioms to their students. That is, the present treatment of idioms (translating them for one's students, but not explaining their cultural meaning or appropriate usage and not letting the students do

exercises to ensure an idiom's comprehension) seems *more* dangerous than the methods I propose in this paper for their principled instruction.

5.10 Unresolved Issues

Further investigation will have to be undertaken in order to assess when, where and how L2 students best learn idioms: inside or outside the classroom; at beginning, intermediate or advanced levels; and by which method or methods.

Due to the scope of this research project, it was not feasible to gather a list of all possible idioms spoken by today's "average" NS of German or to even poll a statistically significant sample of NSs on their perception of NNS speech which includes appropriately-used idioms and NNS speech which does not. I therefore refer the teacher wishing to teach frequently-used idioms in her L2 classroom to an up-do-date monolingual or bilingual idiom dictionary.

Nor was it possible to do a long-term study to see if students who were taught idioms directly and regularly indeed went on to become more fluent and native-like in their (oral) proficiency skills. The perception, however, of NSs towards NNSs who correctly use idioms is quite positive.

My original attempt to gain commonly-used idioms from the mouths of native speakers in Germany in December, 1992 was unsuccessful. When asked to recite an idiom directly, most subjects blanked out or laughed. They could not think of idioms that they used! However, five minutes later in the course of normal conversation, idioms abounded in their

speech. My conclusion is that when it comes to collecting such data, conscious self-reporting is not the best method.

The above anecdote corroborates with T8's "forgetting" to teach idioms in her grammar class and T5's realization that sometimes he utters an idiom that his students don't understand, which then needs explaining. Direct methods of eliciting language data from a NS is not always fruitful, because for the majority of the time, he forms his sentences without thinking about them. Only trained linguists or language students who are very aware of themselves as learners are able to self-report, and imperfectly at that.

In general, native speakers do not consciously use or think about idioms. Other methods will have to be discovered to assess knowledge and comprehension of idioms in both native and non-native speakers.

One error I committed in the interview process with the 10 foreign language teachers was my failure to ask them if they had attended recent language conferences or if they read modern pedegogical literature. The teachers' responses to these points may have helped me to learn more about their general teaching philosophy and their feelings on the role idiomatic speech plays in communicative competence.

In addition, one of the questions I posed to the teachers (Question 15, see Appendix) used a Likert scale to assess frequency of teaching idioms in the classroom, but did not result in any findings of statistical significance. This is because no specific measures were given to guide the teacher in answering this question (e.g., ten times a week, etc.), nor was

the problem of self-reporting (and therefore possibly over- or underestimating the response) taken into consideration.

Finally, students' reactions to learning (or not learning) idioms, and their perceived need for learning idioms need be assessed on a wide-scale basis by teachers or administrators.

7.0 Conclusion

Based on the lack of systematicity in the teaching of idioms to German language students in the Washington, D.C. area, and the dirth of idioms treated in current first and second year language textbooks, one could conclude that either idioms are not important for the L2 learner at all, or that the teacher or other exemplary speaker will introduce idioms to the student.

Perhaps the fact that NSs are "pleasantly surprised" when a NNS uses idioms is that NNSs are rarely expected to use them. It is possible that idioms should only be introduced in depth at the advanced level. However, I disagree with the belief of some of the teachers I interviewed that students aren't aiming for NS fluency. Some students are, and would like to recognize and produce idiomatic phrases when speaking with NSs or when reading authentic materials.

More research will have to be done to assess the best method to use when teaching idioms in the L2 classroom. Use of authentic materials will prove that idioms are employed quite often in certain genres, and knowledge

of them by progressing students will increase their understanding of these materials.

If knowing idioms and using them appropriately truly are parts of communicative competence, then L2 teachers would do well to introduce them more regularly and systematically to their students.

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Appendix
Interview Questions Asked To Teachers Surveyed

The following questions were asked each teacher during the oral interviews conducted in February, 1993 at local universities and colleges. Their names are withheld to ensure anonymity of responses. A blank answer signifies that this teacher was not asked the question due to time constraints. A "Not Applicable" answer (N/A in Table 1) signifies that the question did not apply to that particular teacher in terms of the subject at hand.

1. Age range (estimated)
2. Nationality
3. Type of institution at which you teach
4. How often do you visit a German-speaking country?
5. How long have you lived or worked in German-speaking countries altogether? (This question was posed to non-native speakers of German.)
6. Education (highest degree)
7. How many years of second-language teaching experience do you have?
8. Who sets curriculum and chooses textbooks for you?
9. Level of class described during interview
10. Number of students in this class
11. Predominant socioeconomic status of students

12. Main reason for students learning this second language (German or English)
13. First language of students (mainly)
14. Approximate age of students
15. How often do you teach idioms? Teachers were asked to choose from answers on a Likert scale of "often/regularly/sometimes/seldom/rarely/ never."

The following questions were also posed to each teacher, but the answers are summarized and treated in prose form in the Section 5.

16. What is your experience concerning the teaching of idioms?
17. Which textbooks and materials are you currently using to teach your class?
18. Do you think knowledge of idioms increases a student's understanding of the target culture?
19. If you were told to teach idioms more directly, how would you go about doing so?
20. In your opinion, what is a native speaker's perception of a second-language speaker of their language who uses idioms appropriately?
21. Why don't you think idioms are taught?
22. If you were to incorporate the teaching of idioms in a more principled way into your teaching situation, would you rather see idioms treated in a textbook or a separate book?
23. What is your general teaching philosophy/style?

On the following pages, Figure 1 displays in chart form the answers to Questions 1 through 15. As described in the body of this paper, teachers are abbreviated as T1, T3, etc. T1 through T7 teach German, while T8 through T10 teach English as a Second Language. Questions 1 through 15 are written across the top of the chart in shorter form, and the teacher's answers are abbreviated after the first row, if necessary.

Figure 1 (Survey Questions 1-5)

Teachers	Q. 1: Teacher's Age	Q. 2: Nationality	Q. 3: Institution	Q. 4: Visit Germany	Q. 5: Worked in Gmny
T1	40-45 years old	American	2-year community col.	Every other year	5 years
T2	35-40	American	4-year private univ.	-	3 1/2 months
T3	25-30	American	4-year public univ.	-	1 year
T4	55-60	German	4-year public univ.	-	N/A
T5	35-40	German	4-year private univ.	Yearly	N/A
T6	55-60	Austrian	4-year private univ.	Every other year	N/A
T7	55-60	Austrian	4-year private univ.	-	N/A
T8	40-45	American	small lang. institute	N/A	N/A
T9	35-40	American	4-year private univ.	N/A	N/A
T10	35-40	American	4-year public univ.	N/A	N/A

Figure 1 (Survey Questions 6-10)

Teachers	Q. 6: Education	Q. 7: Years Tchg. L2	Q. 8: Picks Books?	Q. 9: Level of Class	Q. 10: # of Students
T1	ABD/Linguistics	21 years	T. does, with staff	Intermediate	20 students
T2	Ph.D./German	6 1/2	T. does, with staff	Intermediate	18
T3	M.A./German	3 1/2	T. does, with staff	First-year review	21
T4	Ph.D./German	25	-	Intermediate	25
T5	M.A./German	7	T's supervisor does	Intermediate	7
T6	Ph.D./German	30	T. does, with staff	Advanced conversat	9
T7	Ph.D./German	22	-	Intensive basic	14
T8	Ph.D./English	20	T. does, with staff	Intermediate	10
T9	M.A./ESL, Educ.	10	T. does, with staff	High intermediate	12
T10	M.S./English	12	T. does, with staff	Low. intensive inter	15

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Figure 1 (Survey Questions 11-15)

Teachers	Q. 11: SES of Ss	Q. 12: Why Learn L2?	Q. 13: L1 of Ss	Q. 14: Age of Ss	Q. 15. Teach Idioms?
T1	White middle class	Language requirement	English	18-22 years old	Never
T2	WMC	Foreign service study	English	18-22 years old	Regularly
T3	WMC	Language requirement	English	18-22 years old	Never
T4	WMC	Language requirement	English	18-22 years old	Never
T5	WMC	Language requirement	English	18-22 years old	Seldom
T6	WMC	To improve German	English	19-22 years old	Regularly
T7	WMC	Mixed	English	-	Never
T8	Varies	Study in U.S	Varies	Mid-20's	Sometimes
T9	Varies	Study in U.S	Varies	Mid-20's	Sometimes
T10	Varies	Study in U.S	Varies	18-25 years old	Sometimes

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